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ABSTRACT

Commenting on the concern over using children's books as a means of instruction or using children's books as an end in themselves, this bibliography suggests ways in which teachers and librarians can provide literature activities that will accommodate both objectives. Included in the 49 annotations are books and materials that suggest activities that vary from being highly structured with expected outcomes to open-ended with more flexible responses. These activities can be used as part of an established school curriculum or to teach literature appreciation for its own sake. Also annotated are four periodicals and two curriculum guides dealing with language arts. (AEA)

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BRINGING CHILDREN AND BOOKS TOGETHER -  
A BIBLIOGRAPHY OF METHODS

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## BRINGING CHILDREN AND BOOKS TOGETHER -

### A BIBLIOGRAPHY OF METHODS

In 1744, when John Newbery published his first children's book, A Little Pretty Pocket Book, it bore the inscription, "Delectando monemus. Instruction with Delight" on the frontispiece. Newbery was referring to the content of the book because, until that time, books published for children were mostly of an instructional nature -- school books, guides to conduct, and religious treatises. His was the first book to deliberately combine amusement with instruction. Since that time, however, there has been an almost continuous conflict over the proper balance between amusement and instruction in books written for children.

An interesting parallel exists today, not so much in the area of content as in the use of books with children. The concern today is in achieving a proper balance between using children's books as a means of instruction and using children's books as an end in themselves. The intent of the following bibliography is to suggest ways in which teachers and librarians can provide literature activities that will accommodate both objectives. The methods vary widely -- from structured activities with expected outcomes to open-ended activities that allow for a more flexible response. There are activities designed to elicit both affective and intellectual responses. Some are intended to be used as part of an established school curriculum -- Language Arts, Social Studies, Reading, Art, etc., while other activities deal exclusively with literature for its own sake. Regardless of whether the methods are structured or open-ended or whether the intent is for "Instruction with Delight" or for pure delight, the end result is the same -- bringing children and books together.

BOOKS AND MATERIALS

Baker, Augusta and Ellin Greene. STORYTELLING: ART AND TECHNIQUE.

New York: R.R. Bowker Co., 1977.

The two authors, both master storytellers, discuss the purpose and value of storytelling in a technological society. They suggest types of literature that lend themselves to storytelling and techniques of learning and telling a story. Also included is an extensive bibliography of books on the art of storytelling, storytelling recordings, and stories to tell to children at various age levels.

Baskin, Barbara and Karen Harris, eds. THE SPECIAL CHILD IN THE LIBRARY.

Chicago: American Library Association, 1976.

A collection of practical articles about library service for children who have physical handicaps, visual or auditory impairments, learning disabilities, emotional problems, or who are intellectually gifted. The book covers selection of books and materials adapted to the special child's needs, the appropriate utilization of technology, imaginative programming, and bibliotherapeutic support. A listing of agencies that provide specialized, no-cost service for library patrons is included.

Bauer, Caroline Feller. HANDBOOK FOR STORYTELLERS. Chicago: American Library Association, 1977.

This handbook shows parents, teachers, librarians, and volunteers how to effectively use a variety of media -- including film, music, crafts, puppetry, and magic -- to bring stories to audiences ranging from preschoolers to senior citizens. Included are a variety of subject bibliographies to help select appropriate stories to tell on different occasions, as well as, several sample programs to serve as models for novice storytellers.

Briggs, Nancy E. and Joseph A. Wagner. CHILDREN'S LITERATURE THROUGH STORYTELLING AND DRAMA, 2nd ed. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1979.

Gives helpful information, methods, suggestions, and guidance for sharing the joys of good literature with children and adults through storytelling and creative drama. Creative drama includes the study and practice of storytelling, dramatic play, role playing, pantomime, puppetry, choral speaking, story dramatization, and story improvisation.

Carlson, Ruth Kearney. LITERATURE FOR CHILDREN: ENRICHMENT IDEAS, 2nd ed. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1976.

This book is based on the belief that a child's literary experience will be enriched if the child is able to become personally involved with the words and ideas of professional authors and poets. Carlson suggests a number of ways in which this involvement can be encouraged -- art projects, creative drama and movement, speaking activities, creative stitchery, calligraphy, puppets, shadowgraphs, masks, and a wealth of other creative activities.

Chambers, Dewey Woods. CHILDREN'S LITERATURE IN THE CURRICULUM. Chicago: Rand McNally, 1971.

The author presents a pragmatic look at the role good children's books can play in the curriculum of elementary schools and in the development of the child. It is a curriculum oriented book that uses children's literature as its central theme. Included are models and examples to guide teachers in a useful, practical way.

Cianciolo, Patricia and the NCTE Committee on the Elementary School Booklist. ADVENTURING WITH BOOKS: A BOOKLIST FOR PRE-K-GRADE 8. Urbana, Illinois: National Council of Teachers of English, 1977. Contains more than 2500 annotated titles published since 1970

including picture books, folk literature, poetry, and fiction arranged by subject matter and biography. An introductory chapter provides a discussion of trends in children's literature in the seventies. Author and title indexes are included.

Cianciolo, Patricia. LITERATURE FOR CHILDREN: ILLUSTRATIONS IN CHILDREN'S BOOKS, 2nd ed. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1976.

The primary intent of this book is to provide background information about the varieties of illustrated books that are available for children and the techniques used in creating those different styles of art. Suggestions are included for helping children develop an appreciation for the illustrations used in picture books and for developing a more critical attitude towards them.

Cianciolo, Patricia, ed. PICTURE BOOKS FOR CHILDREN. Chicago: American Library Association, 1973.

Intended as a resource and guide for anyone concerned with the selection of well-written, imaginatively illustrated picture books for children of all ages and backgrounds. Besides an extensive bibliography, this book includes a substantial introduction which "explores the values and uses of a variety of picture books being produced today, examines and describes contemporary trends in styles of writing and illustration for picture books, and discusses criteria for evaluating them." Author, illustrator, and title indexes are included.

Coody, Betty. USING LITERATURE WITH YOUNG CHILDREN, 2nd ed. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1979.

This book is significant because it concentrates solely on literature for young children from one to eight years of age. It offers an extensive literature program for children both at home and at school with explicit directions that adults can employ in helping

young children become involved with books.

Cullinan, Bernice E. LITERATURE FOR CHILDREN: ITS DISCIPLINE AND CONTENT.

Dubuque, Iowa: Wm. C. Brown Co. Publ., 1971.

The author presents a model for developing a literature curriculum that is based on the elements of literature -- form, components of plot structure, characterization, setting, theme, and literary devices.

Cullinan, Bernice E. and Carolyn W. Carmichael, eds. LITERATURE AND YOUNG CHILDREN. Urbana, Illinois: National Council of Teachers of English, 1977.

Shows how different ways of presenting literature can nourish the imagination and increase reading ability and language development, and how teachers and librarians can use literature to encourage the child's emotional response to literature. Strategies for presenting stories through pantomime, puppetry, and dramatics are described, as well as, strategies for presenting poetry.

Cullum, Albert. AESOP IN THE AFTERNOON. New York: Citation Press, 1972.

The author uses creative theater as an effective learning activity for helping children explore personal problems and develop creative thinking skills. The sixty-six playlets presented in this book have been adapted from Aesop's Fables and are designed especially for classroom use in grades two through five. The playlets are brief, can be prepared for presentation in approximately twenty minutes, and performed in five to ten minutes -- no stage, costumes, or make-up are necessary.

Decker, Isabelle M. 100 NOVEL WAYS WITH BOOK REPORTS. New York: Citation Press, 1969.

"Book reports can be a versatile, multifaceted device to encourage

reading, to develop critical thinking, and to stimulate creativity." The author challenges teachers to meet these goals by suggesting alternative ways of doing book reports with the primary emphasis being on the reading itself, rather than on the report. A bibliography of sources for implementing the activities is included.

Gillespie, John T. and Diana L. Lembo. INTRODUCING BOOKS: A GUIDE FOR THE MIDDLE GRADES. New York: R.R. Bowker, 1970.

This useful guide contains plot summaries of eighty-eight books for 9 to 14 year-olds. The authors provide a plot analysis, a discussion of thematic materials, book talk materials, and suggestions for additional reading for each book. The books are organized around eleven developmental themes which are stressed in the middle-grade curriculum. INTRODUCING MORE BOOKS by Diana Spirt continues this series.

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JUNIORPLOTS: A BOOK TALK MANUAL FOR TEACHERS AND LIBRARIANS. New York: R.R. Bowker, 1967.

Contains plot summaries of eighty books selected for 9 to 16 year-olds. The books are arranged according to eight basic behavioral themes. Instructions are included for preparing and delivering book talks. MORE JUNIORPLOTS: A GUIDE FOR TEACHERS AND LIBRARIANS by John T. Gillespie continues this series.

Gillespie, Margaret C. LITERATURE FOR CHILDREN: HISTORY AND TRENDS.

Dubuque, Iowa: Wm. C. Brown Co. Publ., 1970.

Provides a survey of the history of children's books and a discussion of the influences that affected the development of literature for children. Good background information.

Greene, Ellin and Madalynne Schoenfeld, eds. A MULTIMEDIA APPROACH TO CHILDREN'S LITERATURE, 2nd ed. Chicago: American Library Association, 1977.

A selective list of films, filmstrips, and recordings based on books for children from preschool to grade 6. Author, subject, and media indexes are included, as well as, a directory of publishers.

Harshaw, Ruth and Hope Harshaw Evans. IN WHAT BOOK? New York: Macmillan, 1970.

Contains over 400 questions about children's books which are organized into four general categories -- for the very young (ages 3-6), for young readers (ages 4-8), for readers in the middle years (ages 8-12), and for older readers (ages 12 up).

This technique of questioning based on children's books was developed by the authors for the "Battle of Books" radio program which was on the air in Chicago for over twenty-five years.

Hopkins, Lee Bennett. BOOKS ARE BY PEOPLE: INTERVIEWS WITH 104 AUTHORS AND ILLUSTRATORS OF BOOKS FOR YOUNG CHILDREN. New York: Citation Press, 1969.

Hopkins interviews authors and illustrators in their homes and provides children with an insight into their working habits and lifestyles. The intention of the book is to present an informal, chatty account of the authors lives rather than a full biography.

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\_\_\_\_\_. MORE BOOKS BY MORE PEOPLE: INTERVIEWS WITH 65 AUTHORS OF BOOKS FOR CHILDREN. New York: Citation Press, 1974. Written in the same style as BOOKS ARE BY PEOPLE, this companion volume introduces 65 more authors of books for older children.

Hunt, Abby Campbell. THE WORLD OF BOOKS FOR CHILDREN: A PARENT'S GUIDE.

New York: Sovereign Books, 1979.

Although aimed at parents, this is a valuable guide for teachers and librarians as well. It contains brief annotations to over 2000 books for children ranging from birth through fourth grade. Each chapter in the book contains hints for using books with a particular age group and has a corresponding annotated bibliography arranged by subject. The book is especially helpful to teachers in gathering classroom collections by season or study units. Includes author and title indexes and a list of publishers.

Johnson, Ferne, ed. START EARLY FOR AN EARLY START. Chicago: American Library Association, 1976.

Provides tested, effective methods, techniques, and resources for all those individuals who are interested in the intellectual growth of the preschool child. Although written primarily for librarians, the book also contains much material of interest to teachers and parents of young children.

Koch, Kenneth. ROSE, WHERE DID YOU GET THAT RED? TEACHING GREAT POETRY TO CHILDREN. New York: Random House, 1973.

The author shares his philosophy and technique of using adult poetry to teach children how to write poetry. Ten detailed lessons are included along with examples of poetry written by children.

Jacob, Gale Sypher. INDEPENDENT READING GRADES ONE THROUGH THREE: AN ANNOTATED BIBLIOGRAPHY WITH READING LEVELS. Williamsport, Pennsylvania: Bro-Dart Publishing Co., 1975.

"This bibliography is presented in the hope that it will be of use to both teachers and librarians in identifying titles appropriate

for independent reading in twenty-nine subject areas for grades 1 through 3." The 849 trade books are annotated and the reading level (as determined by the Spache reading level formula) is indicated. The books are arranged by subject and each subject area includes books from a variety of reading levels. A reading level index and author and title indexes are included.

Larrick, Nancy. A PARENT'S GUIDE TO CHILDREN'S READING, 4th ed. New York: Bantam Books, Inc., 1975.

This useful handbook for parents not only suggests appropriate titles for children's reading at the various stages of their development, but also includes chapters on television, language development, paperbacks, magazines for children and poetry. A particularly useful chapter is the one on how reading is taught today. Extensive bibliographies are included.

LITERARY MAPS. Urbana, Illinois: National Council of Teachers of English, n.d.

These posters, which identify the birthplace of authors, are available for individual states, section of the United States, the entire United States, and other parts of the World.

Montebello, Mary S. LITERATURE FOR CHILDREN: CHILDREN'S LITERATURE IN THE CURRICULUM. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1972.

"The major purpose of this book is to discuss and to illustrate the invaluable contribution trade books and other media can make to those areas of the curriculum in which the concern is not primarily for growth in literary understanding and appreciation." This utilitarian approach is meant to supplement rather than supplant the aesthetic approach to children's literature.

NEWBERRY ACTIVITY PROGRAM by Dr. Leland B. Jacobs, Edward Grossman and Sherwin Glassner. New York: Sunburst Communications, n.d.

Through a series of questions and assignments, these activity cards guide and extend the child's reading experience. The programs are designed so that children can select books on an individual basis and proceed at their own pace. Included is a teacher's guide which contains answers to all the questions on the activity cards and suggestions for planning additional activities.

Polette, Nancy. ACTIVITIES WITH FOLKTALES AND FAIRY TALES. O'Fallon, Mo.: Book Lures, Inc., 1979.

One of a series of  $8\frac{1}{2}$  x 11 illustrated activity books that contains a variety of ideas for sharing literature with children. This one focuses on activities that are designed to introduce character, setting, plot lines, stories and creative writing experiences that are based on well-known folk and fairy tales.

\_\_\_\_\_. BOOK ENCOUNTERS OF THE BEST KIND.

Another in the series, this book contains many unusual ideas with a contemporary flair for astrology, numerology, cards, etc. The activities are aimed at middle and upper grade children.

\_\_\_\_\_. THE BOOK REPORT BOOK FOR PRIMARY GRADES.

Contains a number of novel ways to share books with younger children. The ideas presented are designed to work with any books available in a classroom or library.

\_\_\_\_\_. HAVING FUN WITH THE BOOKS OF ROBERT KRAUS.

Another activity handbook, this one filled with ideas for using the books of Robert Kraus in a classroom or library setting.

Polette, Nancy and Marjorie Hamlin. CELEBRATING WITH BOOKS. Metuchen, New Jersey: The Scarecrow Press, Inc., 1977.

By using holidays as their theme, the authors have created a book brimming with useful and exciting ways to incorporate children's literature into the curriculum. For each of the ten major holidays, they have provided background information, suggested titles, and a great variety of related activities.

Polette, Nancy. E IS FOR EVERYBODY, A MANUAL FOR BRINGING FINE PICTURE BOOKS INTO THE HANDS AND HEARTS OF CHILDREN. Metuchen, New Jersey: The Scarecrow Press, Inc., 1976.

The goal of this manual is to help teachers and librarians integrate children's books into every aspect of the curriculum. It contains summaries of books and suggested ideas for using picture books with children in the elementary grades through junior high school.

Polette, Nancy and Marjorie Hamlin. READING GUIDANCE IN A MEDIA AGE. Metuchen, New Jersey: The Scarecrow Press, Inc., 1975.

The authors share a wealth of information about establishing reading guidance programs. They discuss activities and materials that parents, librarians, and teachers can employ to combat illiteracy. Bibliographies are included.

Reasoner, Charles F. BRINGING CHILDREN AND BOOKS TOGETHER, A Teacher's Guide to Early Childhood Literature. New York: Dell Publ. Co. Inc., 1979.

The fourth in a series, this guide suggests activities and methods for classroom use of twenty works of literature for young children in pre-school through second grades. The focus of the ideas presented in this book is that of the teacher as mediator -- someone to interpret the printed page to the non-reader. A discussion of the oral reader as storyteller is included.

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. RELEASING CHILDREN TO LITERATURE. A Teacher's Guide to Yearling Books. New York: Dell Publ. Co. Inc., 1968.

Based on the belief that the role of the classroom teacher is to guide, rather than teach children's responses to literature, Reasoner presents numerous ways in which teachers can guide individual readers in the selection of reading materials and in the interpretation of those reading materials in terms of their own unique backgrounds. The guide includes a discussion of how to use literature with children as well as detailed lesson outlines for 32 popular children's books.

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. WHERE THE READERS ARE. The Second Teacher's Guide to Yearling Books. New York: Dell Publ. Co. Inc., 1972.

A companion to RELEASING CHILDREN TO LITERATURE, this book presents tested classroom methods for 23 children's books. Also included is a section on using poetry with children.

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. WHEN CHILDREN READ. The Third Teacher's Guide to Yearling Books. New York: Dell Publ. Co. Inc., 1975.

The third in a series, this guide suggests classroom activities and methods for 20 works of children's literature. A discussion of individualization and literature is also included.

Reid, Virginia M., ed. READING LADDERS FOR HUMAN RELATIONS, 5th ed. Washington, D.C.: The American Council on Education, 1972.

The purpose of this book is to list books that can help foster better human relationships among all people. The authros provide an annotated bibliography of nearly 1500 books for kindergarten through Grade 12. The books are grouped under four headings: "Creating a Positive Self-Image," "Living with Others," "Appreciating Different Cultures," and "Coping with Change." Within each group, the books are arranged in order of difficulty, thereby providing the "reading ladders".

Suggestions are given for developing a human relations program centered upon literary experiences.

Rudman, Masha Kabakow. CHILDREN'S LITERATURE, AN ISSUES APPROACH.

Lexington, Massachusetts: D.C. Heath and Co., 1976.

The central point of this book is to provide educators with a method of helping children critically evaluate the treatment of contemporary social problems in children's books. Rudman's approach deals with both values clarification and the development of critical reading, comprehension, and critical thinking skills.

Somers, Albert B. and Janet Evans Worthington. RESPONSE GUIDES FOR TEACHING

CHILDREN'S BOOKS. Urbana, Illinois: National Council of Teachers of English, 1979.

Provides teachers with a guide for using literature to encourage an enthusiasm for reading while at the same time reinforcing the teaching of reading skills and integrating the language arts into other areas of the curriculum. Response guides for 27 popular children's books are included.

Scoy, Karen Van and Robert Whitehead. LITERATURE GAMES. Belmont, California:

Fearon Publ., 1971.

"The primary purpose of this book is to make available to teachers and children a significant number of interesting game activities that will enrich the entire reading program, especially the literature portion." A brief introduction offers teaching suggestions for playing the games which are organized into 3 general chapters according to suggested grade levels. Detailed instructions are given for 73 games.

Spache, George D. GOOD READING FOR POOR READERS. Revised 1974. 9th ed.

Champaign, Illinois: Garrard Publ. Co., 1974.

This bibliography lists trade books that are suited for use with poor readers. The books are arranged by subject areas and the interest level and reading level, based on the Spache Readability Formula, is indicated for each title. A discussion of factors involved in attempting to find the best available books for children experiencing difficulty with reading provides an introduction to the bibliography.

Stewig, John Warren and Sam L. Sebesta, eds. USING LITERATURE IN THE ELEMENTARY CLASSROOM. Urbana, Illinois: National Council of Teachers of English, 1978.

The intent of this book is to show the what, how, and why of trade books as they can be used to develop skills of reading and the other language arts. Specific examples are given along with techniques for matching appropriate books with skills to be learned.

Whitehead, Robert. CHILDREN'S LITERATURE: STRATEGIES OF TEACHING.

Englewood Cliffs, New Jersey: Prentice-Hall, 1968.

A practical handbook of activities and methods for using literature with children. Provides a guideline for developing and evaluating a planned literature program as well as a variety of techniques for implementing the program. He includes such techniques as choral speaking, storytelling, literature games and puzzles, finger plays, flannelboards, creative drama, pantomime, and puppetry. Excellent bibliographies of resources and materials are included.

Witucke, Virginia. LITERATURE FOR CHILDREN: POETRY IN THE ELEMENTARY SCHOOL. Dubuque, Iowa: Wm. C. Brown Co. Publ., 1970.

The aim of this book is to provide teachers and librarians with a taste of poetry for children, a feeling for it, and some information about it. Suggestions for using poetry with children are a major part of the book.

Yeager, Allan. USING PICTURE BOOKS WITH CHILDREN, A Guide to Owllet Books. New York: Holt, Rinehart and Winston, Inc., 1973.

Following a brief introduction to the book, the author presents a detailed discussion of 61 picture books. He provides a summary of each book, a description of the art technique used in the illustrations, special suggestions for using the book with children, a list of vocabulary words, and questions and activities to further extend the child's interpretation of the story. Subject, title, author, and illustrator indexes are included along with suggested titles for further reading.

#### PERIODICALS

CHILDHOOD EDUCATION. Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016. Published six times a year in October, November, January, February, March, and May. This professional periodical reviews some twenty-five children's books each issue. Articles about teaching children's literature and research in literature occasionally appear in the periodical.

LANGUAGE ARTS (formerly Elementary English). National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801. Issued monthly, September through May (November/December combined issue). As the official journal of the Elementary Section of the National Council of Teachers of English, this periodical regularly reviews

children's books. Articles about different aspects of children's literature appear on a regular basis, as well as, an entire issue being devoted to children's literature each year.

READING TEACHER. International Reading Association, 800 Barksdale Road, Newark, Delaware 19711. Issued monthly, October through May.

This professional journal reviews children's books on a regular basis. Also occasionally includes articles about research in the teaching of children's literature.

TEACHER (formerly Grade Teacher). Macmillan Professional Magazines, Inc., 22 West Putnam Avenue, Greenwich, Conn. 06830. Published

monthly, September through June (May/June issue combined).

Reviews children's books each month in a "Books for Children" column. Articles about using children's literature in the classroom appear occasionally.

#### CURRICULUM GUIDES

University of Nebraska. A CURRICULUM FOR ENGLISH, GRADES 1-6. Lincoln, Nebraska: University of Nebraska Press, 1966.

Provides a description of an integrated literature composition program for the elementary grades. There are separate bulletins available for each grade level plus one titled, POETRY FOR THE ELEMENTARY GRADES. All provide detailed lesson plans for using literature in the classroom.

Wisconsin English Language Arts Curriculum Project. ENGLISH LANGUAGE ARTS IN WISCONSIN. Madison, Wisconsin: Department of Public Instruction, 1968.

This guide provides an example of a sequential curriculum in the language arts for kindergarten through grade twelve. Although the guide itself represents an integrated approach to language arts, it is divided into three sections -- literature, speaking and writing,

and language and grammar. The literature section contains a rationale for teaching literature, characteristics of a good literature program, reading lists, suggested techniques for teaching literature, and methods of evaluating the program.